

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 1**

Text Title: Benchmark Literacy, Grade 1 Publisher: Benchmark Education

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Rating		
	Adequate	Limited	No Evidence
1.5	X		
1.5a	X		
1.5b	X		
1.5c	X		
1.5d	X		
1.6	X		
1.6a	X		
1.6b	X		
1.6c	X		
1.6d	X		
1.6e	X		
1.6f	X		
1.6g		X	
Section I. Correlation	Rating		

with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Adequate	Limited	No Evidence
1.6h	X		
1.7	X		
1.7a	X		
1.7b	X		
1.7c	X		
1.7d	X		
1.7e	X		
1.7f	X		
1.8	X		
1.8a	X		
1.8b	X		
1.8c	X		
1.8d	X		
1.8e	X		

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	Adequate	Limited	No Evidence
1.9	X		
1.9a	X		
1.9b	X		
1.9c	X		
1.9d	X		
1.9e	X		
1.9f	X		
1.9g	X		
1.9h	X		
1.9i	X		
1.10	X		
1.10a	X		
1.10b	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Rating		
	Adequate	Limited	No Evidence
1.10c	X		
1.10d	X		
1.10e	X		
1.10f	X		
1.10g	X		
1.10h	X		
1.11	X		
1.11a	X		
1.11b	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
2. The textbook is organized appropriately within and among units of study.	<div> Adequate <u>Limited</u> No Evidence </div> <div>Comments:</div>
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
4. The writing style, syntax, and vocabulary are appropriate.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>
5. Sufficient instructional strategies are provided to promote depth of understanding.	<div> <u>Adequate</u> Limited No Evidence </div> <div>Comments:</div>

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
1.5	The student will apply knowledge of how print is organized and read.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Read from left to right and from top to bottom.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Match spoken words with print.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Identify letters, words, sentences, and ending punctuation.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Read his/her own writing.	<u>Adequate</u>	Limited No Evidence Comments:

2010 Grade 1 English Standards of Learning

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.6 The student will apply phonetic principles to read and spell.	<u>Adequate</u>	Limited	No Evidence Comments:
a) Use beginning and ending consonants to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence Comments:
b) Use two-letter consonant blends to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence Comments:
c) Use beginning consonant digraphs to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence Comments:
d) Use short vowel sounds to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Blend beginning, middle, and ending sounds to recognize and read words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Use word patterns to decode unfamiliar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Read and spell simple two-syllable compound words.	Adequate	<u>Limited</u>	No Evidence
	Comments:		
h) Read and spell commonly used sight words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
1.7	The student will use semantic clues and syntax to expand vocabulary when reading.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Use words, phrases, and sentences.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Use titles and pictures.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Use information in the story to read words.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Use knowledge of sentence structure.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Use knowledge of story structure.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Reread and self-correct.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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1.8	The student will expand vocabulary.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Discuss meanings of words in context.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Develop vocabulary by listening to and reading a variety of texts.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Ask for the meaning of unknown words and make connections to familiar words.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Use text clues such as words or pictures to discern meanings of unknown words.	<u>Adequate</u>	Limited No Evidence Comments:
	e) Use vocabulary from other content areas.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
1.9	The student will read and demonstrate comprehension of a variety of fictional texts.	<u>Adequate</u>	Limited No Evidence Comments:
	a) Preview the selection.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Set a purpose for reading.	<u>Adequate</u>	Limited No Evidence Comments:
	c) Relate previous experiences to what is read.	<u>Adequate</u>	Limited No Evidence Comments:
	d) Make and confirm predictions.	<u>Adequate</u>	Limited No Evidence Comments:
	e) Ask and answer who, what, when, where, why, and how questions about what is read.	<u>Adequate</u>	Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
f) Identify characters, setting, and important events.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Retell stories and events, using beginning, middle, and end.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the main idea or theme.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
1.10	The student will read and demonstrate comprehension of a variety of nonfiction texts.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	a) Preview the selection.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	b) Use prior and background knowledge as context for new learning.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	c) Set a purpose for reading.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	d) Identify text features such as pictures, headings, charts, and captions.	<u>Adequate</u>	Limited No Evidence
		Comments:	

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Make and confirm predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Ask and answer who, what, where, when, why, and how questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
1.11	The student will use simple reference materials.	<u>Adequate</u>	<u>Limited</u> No Evidence Comments:
	a) Use knowledge of alphabetical order by first letter.	<u>Adequate</u>	Limited No Evidence Comments:
	b) Use a picture dictionary to find meanings of unfamiliar words.	<u>Adequate</u>	Limited No Evidence Comments: